WELCOME BACK for Day #2

Assessment Literacy and Formative Assessment Resource Development Training

Presented by Marzano Research
for
Wyoming Department of Education
Fall 2017

MARZANO —Research—

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"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot **learn, unlearn,** and **relearn.**"

-Alvin Toffler
American writer and futurist

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1) **Greet someone and tell him/her how great it is to see him/her today.**

2) **Tell the other person a highlight of your evening.**

3) **Share a KEY TAKE-AWAY from yesterday.**

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Our purpose…

To *enhance* your individual and collective knowledge about classroom assessment practices that lead to higher levels of student achievement.

Purpose

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Day #2 Learning Outcomes…

o Review content addressed on Day #1.
o Learn about common assessment development and use for monitoring student progress to essential content.
o Learn about developing high-quality performance assessments.
o Explore technical quality components (validity, reliability, fairness) of classroom assessment.

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Slide 1

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

HANDOUT PAGE 37

Slide 2

Please complete the anticipation guide…

Before		Statements	After	
A	D	1. Assessment is one means of offering feedback to learners.	A	D
A	D	2. While there are multiple types of classroom assessment, obtrusive assessment should be used more frequently than other types.	A	D
A	D	3. The terms *standard, learning goal,* and *learning target* mean the same thing.	A	D
A	D	4. A teacher need only be concerned about teaching content considered priority.	A	D
A	D	5. A proficiency scale articulates a learning progression.	A	D
A	D	6. All proficiency scales should be written in student-friendly language.	A	D
A	D	7. A proficiency scale is to be used by the classroom teacher only.	A	D
A	D	8. All items on an assessment should be written to align with Score 3.0 on the proficiency scale.	A	D
A	D	9. Effective feedback is corrective in nature.	A	D
A	D	10. A common assessment typically results in data discussions.	A	D

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HANDOUT PAGE 3

Slide 3

Research on The Use of Games to Improve Student Learning

Marzano Research Lab reports the results of three meta-analyses.

Student growth in classrooms that used games ranged from a 13 percentile gain to an 18 percentile gain.

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Slide 4

Let's Re-Energize with "Talk a Mile a Minute"

– Each team of 3 to 5 designates a talker.
– You will be shown a list of words or phrases on the screen that relate to our content from yesterday.
– The talker tries to get the team to say each of the words by quickly describing them.
– The talker keeps talking until the team members identify all the words on the list.
– If members of the team are having difficulty with a particular term, the talker skips it and comes back to it later.

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Slide 5

Prioritizing Standards

important

collaboration

endurance

teacher judgment

leverage

12-18

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Slide 6

Proficiency Scales

vocabulary

score 3.0

application

simple content

tracking student progress

rubric

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Classroom Assessment

test

obtrusive

unobtrusive

feedback

common

student-generated

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Day #1 Learning Outcomes…

○ Gain an awareness of the research regarding classroom assessment.

○ Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.

○ Learn essential practices for classroom assessment:

✓ Identify priority standards for informing classroom assessment development.

✓ Provide clear understanding of standards, learning goals, and learning targets through proficiency scale development.

✓ Provide instruction that focuses on the priority standard.

✓ Provide frequent and meaningful feedback.

✓ **Provide opportunities for students to set goals, reflect on learning, and track their own progress.**

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Having Students Chart Progress on Learning Goals

• 48 experimental–control studies were conducted at Marzano Research Laboratory.

• **This practice is associated with a 32-percentile point gain in student achievement.**

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2. What do I typically do to track student progress?

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

❑ Teacher helps students track their individual progress on the learning goal.

❑ Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.

❑ Teacher uses formal and informal means to assign scores to students.

❑ Teacher charts the progress of the entire class on the learning goal.
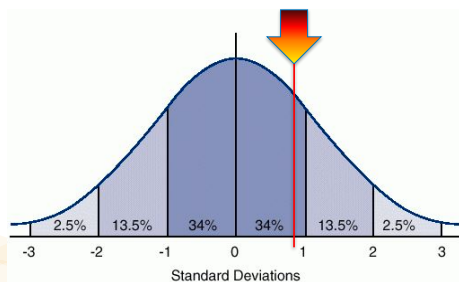
Student Evidence

❑ When asked, students can describe their status relative to the learning goal using the scale or rubric.

❑ Students systematically update their status on the learning goal.

How Am I Doing?

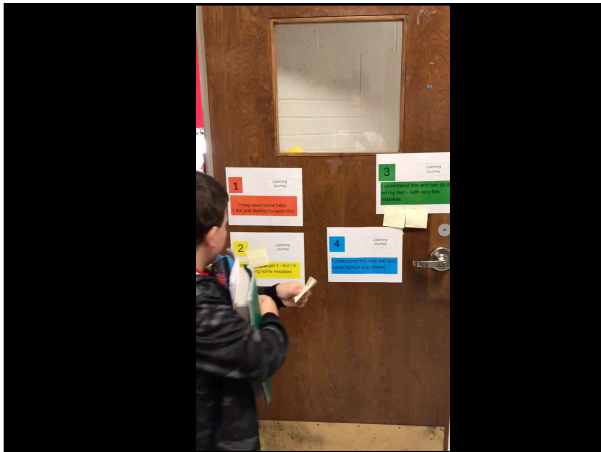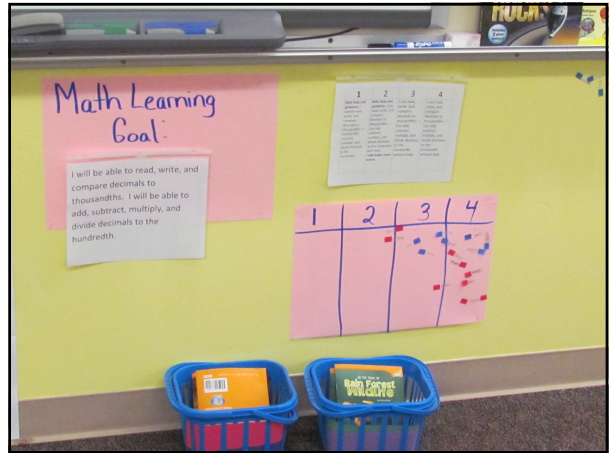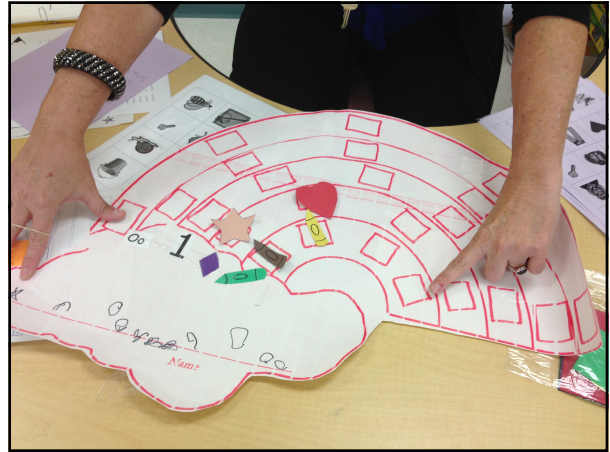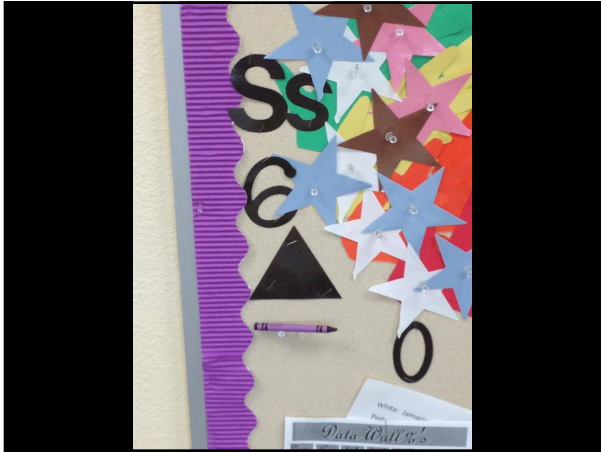|	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Tracking student progress	I adapt and create new strategies for	I facilitate tracking of student progress	I facilitate tracking of student progress	I use the strategy incorrectly or with parts	I should use the strategy, but I don't.

Normal Distribution

| 2.5% | 13.5% | 34% | 34% | 13.5% | 2.5% |
| -3 | -2 | -1 | 0 | 1 | 2 | 3 |

Standard Deviations

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"Every Child, Every Day"

0 25 50 75 100

Keeping Track of my Learning — Student

Name: I. H.
Learning Goal: Understand and use decimals and percents.
My score at the beginning: 2 — My Goal is to be at 3 by Nov. 30th
Specific things I am going to do to improve: Work 15 min. three times a week.

LEARNING GOAL: Decimals and Percents.

HANDOUT PAGE 12

Tracking My Own Learning

HANDOUT PAGE 12

AP English Literature
Goal Tracking Sheet

HANDOUT PAGE 12

"One of my goals as a teacher is to consistently reinforce the idea that degree of effort determines degree of achievement! So...I've committed to celebrating success when this occurs in my classroom...sometimes celebration occurs at the individual student level, but sometimes we celebrate as a class."

By the end of the unit, 100% of students will demonstrate growth on the proficiency scale for dividing fractions.

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A thought I have about tracking progress is
_____.

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Three *Types* of Assessment

Obtrusive
o Formalized, interrupt the normal flow of activity in the classroom
  -pencil/paper tests, projects, quiz

Common assessment is a specific *obtrusive* assessment.

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High-quality classroom assessment includes:

• On-going informal assessment of individual students and the group as a whole (determined by the individual teacher)
• Formal assessment of individual students and the group as a whole (determined by the individual teacher)
• Common assessments given across a grade level or course (determined by a group of teachers)
• Large scale assessment (MAP, WYTOPP, ACT etc.)

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1) If you could live anywhere, where would you live?
2) What is your favorite book?
3) What motivates you to work hard?
4) If you could only eat one meal for the rest of your life, what would it be?
5) What would you sing a Karaoke night?
6) What did you want to be when you were a child?
7) What makes you laugh the most?
8) What skill/talent do you wish you possessed?
9) Who is your hero? Why?
10) What superpower do you wish you had?

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MOTIVATING & INSPIRING
S T U D E N T S
STRATEGIES TO AWAKEN THE LEARNER

Robert J. *Marzano*
Darrell *Scott*
Tina H. *Boogren*
Ming Lee *Newcomb*

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Slide 1

Connection to Something Greater than Self

Self-Actualization — Inspiration and Motivation

Esteem Needs — Engagement and Attention

Belonging Needs

Safety Needs

Physiological Needs

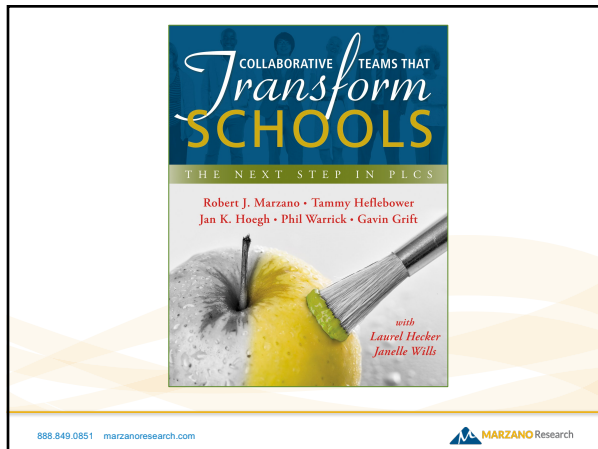888.849.0851   marzanoresearch.com

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Slide 2
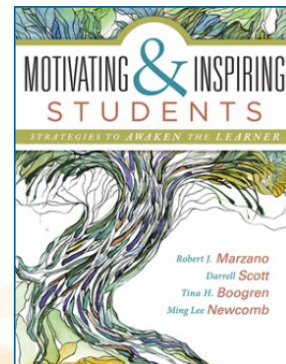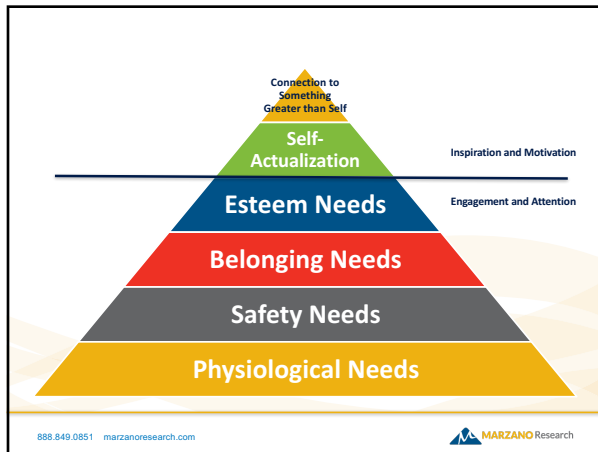
Common assessments are…

assessments that are administered routinely by a group of teachers to measure student achievement.

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Slide 3

COLLABORATIVE TEAMS THAT
Transform
SCHOOLS

THE NEXT STEP IN PLCS

Robert J. Marzano • Tammy Heflebower
Jan K. Hoegh • Phil Warrick • Gavin Grift

with
Laurel Hecker
Janelle Wills

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Slide 4

The Six PLC Process Questions

Question	Emphasis
What is it we want our students to know?	Curriculum
How will we know if our students are learning?	Assessment
How will we respond when our students do not learn?	Instruction
How will we enrich and extend the learning for students that are proficient?	Instruction
How will we increase our instructional competence?	Teacher development
How will we coordinate our efforts as a school?	Leadership

Slide 5

Richard DuFour and Robert Marzano (2011) explained,

Immediately after the assessment is administered, members of the team analyze the results to determine appropriate actions they can take in class and to identify students who require additional support through the school's system of intervention. Thus, the common assessment provides focused data used by team members to optimize their instructional effectiveness. (p. 133)

Slide 6

Why Should We Use Common Assessments?

Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, nonfiction writing, and collaborative scoring by faculty (Reeves, 2004).

Powerful, proven structures for improved results are at hand. "It starts when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to improve upon those levels." (Schmoker, 2004a, p. 48).

"[Common formative assessments provide] regular and timely feedback regarding student attainment of the most critical standards . . . [and] also foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessment. . . . Most importantly, common formative assessment results enable educators to diagnose student learning needs accurately in time to make instructional modifications." (Ainsworth, 2007, pp. 95–96)

The schools and districts that doubled student achievement added another layer of testing—common formative or benchmark assessments. These assessments were designed to provide detailed and concrete information on what students know and do not know with respect to specific learning targets (Odden & Archibald, 2009).

The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand what concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms (Christman et al., 2009).

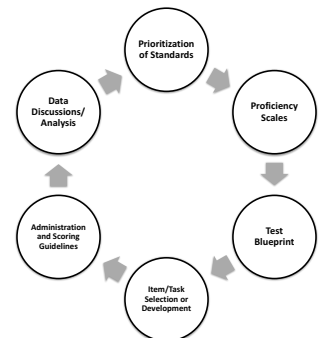In schools that help students burdened by poverty achieve remarkable success, teachers work in collaborative teams to build common formative assessments and use the data to identify which students need help and which need greater challenges. But they also use data to inform teachers' practice, to discuss why one teacher is having success in teaching a concept and others are not, and what the more successful teacher can teach his or her colleagues (Chenoweth, 2009).

HANDOUT PAGE 13

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KEY TAKEAWAY

The use of common assessments leads to improved student achievement.

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HANDOUT PAGE 14

Common Assessment Development Cycle

Prioritization of Standards · Proficiency Scales · Test Blueprint · Item/Task Selection or Development · Administration and Scoring Guidelines · Data Discussions/ Analysis

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HANDOUT PAGE 14

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How will we increase our instructional competence?	Teacher development
How will we coordinate our efforts as a school?	Leadership

Slide 1:

HANDOUT PAGE 14

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- Proficiency Scales
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- Data Discussions/ Analysis

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Slide 2:

HANDOUT PAGE 15

Ensuring High-Quality Classroom Assessment Practices

Assessment Attributes	Notes
1. We use proficiency scales as the basis for all assessments.	
2. We write assessment items for each level of the proficiency scale.	
3. We administer common assessments and score them based on the levels of the proficiency scale.	
4. We discuss the results of assessments within the collaborative team.	
5. We use assessments as formative feedback to modify instruction.	
6. We have developed SMART goals based on proficiency scales.	
7. We have students track their own progress.	
8. We report student achievement using a standards-referenced system.	

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Slide 3:

Predict & Infer

the wolf blew down the first house, so I think he will try to blow down the second...

to use what we've read and know to learn more than what the author tells us

Slide 4:

The Priority Standard...

The student will:

- Purposefully utilize before, during, and after reading strategies to generate inference and predictions, assembling explicit textual evidence to support positions.

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Slide 5:

	Language Arts	
	Inference (LA 10.1.6.n)	
	English 1	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*
Score 3.0	The student will make complex or abstract inferences or predictions by synthesizing information while previewing and reading text (LA 12.1.6.n) • Purposefully utilize before, during, and after reading strategies to generate inference and predictions, assembling explicit textual evidence to support positions	Sample Activities: After reading a passage from *Of Mice and Men*, make an inference about George's motivation for killing Lennie. Cite specific examples from the text to support the inference made.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*
Score 2.0	The student will recognize or recall specific vocabulary, such as: • analysis, cite, explicit, inference, textual evidence, prediction, before, during and after reading strategies, synthesize, complex, and abstract The student will perform basic processes, such as: • Make basic inferences and/or predictions based on a text while pre-reading and reading a text	Sample Activities: Before reading "The Lottery," the student can make a prediction about what the short story is about.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*

Slide 6:

Level 2

DIRECTIONS: Define the following terms:

1. text connections

2. activate prior knowledge

3. infer

4. comprehend

5. respond

Level 3

DIRECTIONS: Read the following passage using before, during, and after reading strategies. You will also need to annotate the text including each of the following:

7. Prediction   8. Text Connection   9. Reaction   10. Visualization

11. Question   12. Summarization of a Main Point

13. Inference Based on Two Pieces of Evidence (draw arrow to evidence)

A Walk in the Woods

We hiked till five and camped beside a tranquil spring in a small, grassy clearing in the trees just off the trail. Because it was our first day back on the trail, we were flush for food, including perishables like cheese and bread that had to be eaten before they went off or were shaken to bits in our packs, so we rather gorged ourselves, then sat around smoking and chatting idly until persistent and numerous midgelike creatures (no-see-ums, as they are universally known along the trail) drove us into our tents. It was perfect sleeping weather, cool enough to need a bag but warm enough that you could sleep in your underwear, and I was looking forward to a long night's snooze--indeed was enjoying a long night's snooze--when, at some indeterminate dark hour, there was a sound nearby that made my eyes fly open. Normally, I slept through everything--through thunderstorms, through Katz's snoring and noisy midnight pees--so something big enough or distinctive enough to wake me was unusual. There was a sound of undergrowth being disturbed--a click of breaking branches, a weighty pushing through low foliage--and then a kind of large, vaguely irritable snuffling noise.
Bear!

I sat bolt upright. Instantly every neuron in my brain was awake and dashing around frantically, like ants when you disturb their nest. I reached instinctively for my knife, then realized I had left it in my pack, just outside the tent. Nocturnal defense had ceased to be a concern after many successive nights of tranquil woodland repose. There was another noise, quite near.

"Stephen, you awake?" I whispered.

Level 4

DIRECTIONS: Read the following passage and annotate the entire text, going beyond level three proficiency.

15. Annotations

"The Dream"
Read.Theory.org 2010

The relationship between my mother, sister and me had been cold and inimical for as long as I could remember. To me, my mother was irrational, hurling hurtful invectives for the slightest infraction. "Don't matter," my mother grumbled when I asked her where she moved my watercolor paints. "It ain't like you got talent." The time our mailbox got knocked off during a snowstorm, she somehow got it in her head that I was the culprit. "Never respected nothin'," I heard her say.

And my sister took my mother's side against me every time. Five years my senior, Tammy seemed not to care for me in the least. She dithered about everything, incapable of making any firm decision. No matter how often my mother deprecated her— "dumb, ugly, fat"—Tammy made futile attempts to fawn her way back into mother's good graces. My father would pontificate, "You three are more alike than you know."

In April of 2000 during a hot, summer day, my mother kicked us both out of the house. (Dad had been exiled many years before.) After that, my sister and I went our separate ways. It was then that I began having recurring dreams. In one, I am running to catch up with a woman. Each time I get near, I trip and fall. Another woman, smiling and shouting my name, comes with great alacrity and offers her hand, but when I reach to grab it, she disappears. In another, a female professor hands me a test. Although I have spent hours studying for it, I know none of the answers. The professor derides me for my poor performance. I watch while she relays my ignorance to the class with comic hilarity.

These dreams were not hard to understand. In fact, it was just the opposite; they were pellucid, and absent any knowledge of dream interpretation, I was still

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Share Your Thoughts

Common Assessment Development Cycle

HANDOUT PAGE 14

Prioritization of Standards · Proficiency Scales · Test Blueprint · Item/Task Selection or Development · Administration and Scoring Guidelines · Data Discussions/ Analysis
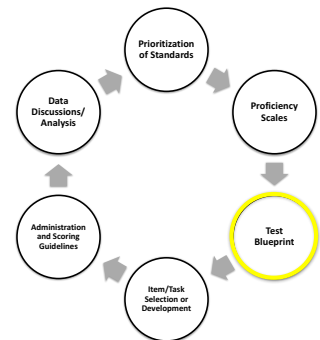
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Would a Wyoming teacher use this item? Why or why not?

According to the subway schedule, the red line arrives at River Street every 12 minutes. How many times per day can someone board the subway at River Street?

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1) Is this a quality item? Why or why not?

A student wants to help soccer teammates score more goals during games. What skill should the student focus on in practice to achieve this goal?

a. passing

b. running

c. defending

2) Is this a quality item? Why or why not?

Write the letter of the correct term for the definitions below.

1) _____ The life lesson taught in the story.   a. fable

2) _____ A story that includes gods and goddesses that   b. myth
explains a practice, belief, or natural event.

3) _____ A short story that teaches a lesson with   c. fairy tale
characters that are animals who have a flaw or
problem.

                                                d. moral or author's message

                                                e. tall tale

3) Is this a quality item? Why or why not?

T or F: The terms crescendo and decrescendo are opposites while mezzo and forte mean the same thing.

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4) Is this a quality item? Why or why not?

_____ and _____ are both materials that conduct electricity.

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5) Is this a quality item? Why or why not?

What emotion is the artist conveying in both pieces of work?

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HANDOUT PAGE 24

True/False and Fill-in-the-Blank Items

HANDOUT PAGE 25

Constructed Response Items and Performance Tasks

HANDOUT PAGE 26

Common Assessment Development Cycle

HANDOUT PAGE 14

Common Assessment Development Cycle

HANDOUT PAGE 14

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How will we increase our instructional competence?	Teacher development
How will we coordinate our efforts as a school?	Leadership

We discuss the results of assessments within the collaborative team.

HANDOUT PAGE 28

Slide 1

Discussion Questions	Notes
1) On which parts of the assessment did students perform well?	
2) On which parts of the assessment did students struggle?	
3) Were there any patterns evident in the student responses that we need to discuss as a team?	
4) Does the assessment need revising? Which items? Why?	
5) Which students are in need of special attention?	

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Slide 2

Slide 3
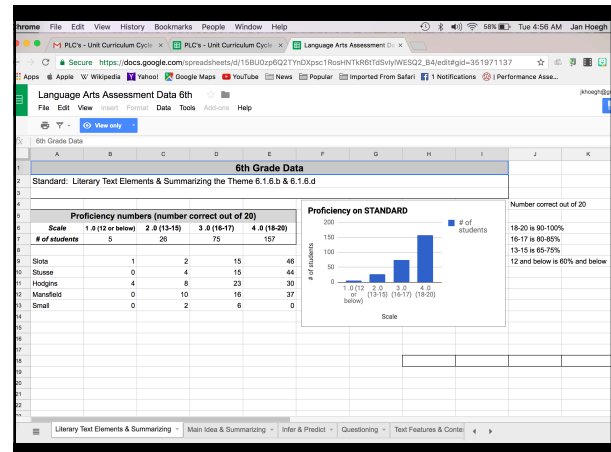
6th Grade Data

Standard: Literary Text Elements & Summarizing the Theme 6.1.6.b & 6.1.6.d

	Proficiency numbers (number correct out of 20)			
Scale	1 .0 (12 or below)	2 .0 (13-15)	3 .0 (16-17)	4 .0 (18-20)
# of students	5	26	75	157
Slota	1	2	15	46
Stusse	0	4	15	44
Hodgins	4	8	23	30
Mansfield	0	10	16	37
Small	0	2	6	0

Slide 4

e Data

b & 6.1.6.d

Proficiency on STANDARD

Number

18-20 is
16-17 is
13-15 is
12 and b

Slide 5
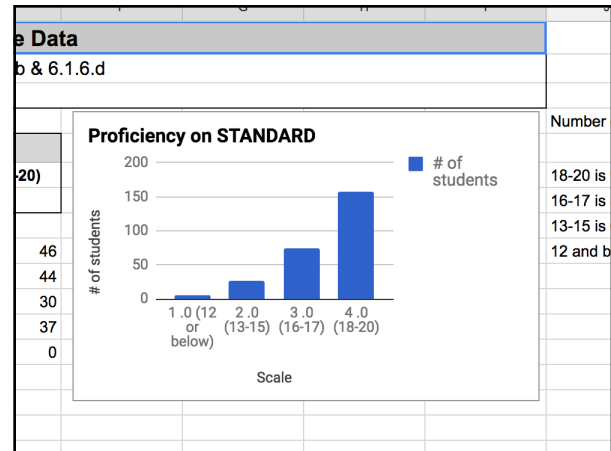
What typically happens after a common assessment is administered by your collaborative team?

What practices might your collaborative team embrace in 2017-18 to support students at even GREATER levels?

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Slide 6

Day #2 Learning Outcomes…

o Review content addressed on Day #1.
o Learn about common assessment development and use for monitoring student progress to essential content.
o Learn about developing high-quality performance assessments.
o **Explore technical quality components (validity, reliability, fairness) of classroom assessment.**

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13

AGREE or DISAGREE? WHY?

- ✧ All items on an assessment should be written at the level of the standard being assessed.
- ✧ A high-quality assessment must include multiple item types.
- ✧ It is okay to use the same assessment for re-testing purposes.
- ✧ Neglecting to include directions for completing assessment items/tasks is a fairness concern.
- ✧ Excerpts of text included on an assessment must be at grade level.

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AGREE or DISAGREE? WHY?

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AGREE or DISAGREE? WHY?

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AGREE or DISAGREE? WHY?

Excerpts of text included on an assessment must be at grade level.

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Ranges of Possible "True Scores" for Differing Levels of Reliability

Reliability of Assessment	Score Student Receives on the Assessment	Lowest Possible True Score	Highest Possible True Score	Range
0.85	70	60	80	20
0.75	70	58	82	24
0.65	70	56	84	28
0.55	70	54	86	32
0.45	70	52	88	36

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading, Bloomington, IN, Marzano Research Laboratory*

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Ranges of Possible "True Scores" for Differing Levels of Reliability

Reliability of Assessment	Score Student Receives on the Assessment	Lowest Possible True Score	Highest Possible True Score	Range
0.85	70	60	80	20
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0.55	70	54	86	32
0.45	70	52	88	36

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading, Bloomington, IN, Marzano Research Laboratory*

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Ranges of Possible "True Scores" for Differing Levels of Reliability

Reliability of Assessment	Score Student Receives on the Assessment	Lowest Possible True Score	Highest Possible True Score	Range
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0.65	70	56	84	28
0.55	70	54	86	32
0.45	70	52	88	36

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading, Bloomington, IN, Marzano Research Laboratory*

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Showing growth over time is the goal!
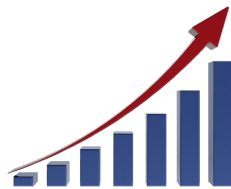
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Quality Assessment

Fair   Valid   Reliable
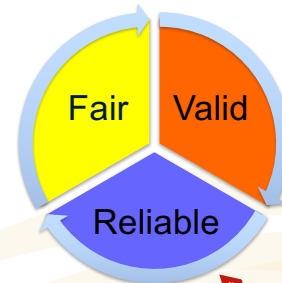
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A Reliability Consideration…

o We're likely to mean *dependable, **consistent**, stable, error-free*.

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IMPORTANT

1) Within a single rater reliability
2) Across multiple raters reliability (inter)

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Slide 1

IMPORTANT

1) **Within a single rater reliability**
2) Across multiple raters reliability (inter)

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Slide 2

Use actual student responses to guide your scoring processes:

Give two reasons that citizens in a democracy should perform the civic responsibility shown in the photograph above.

1)

2)

Slide 3

Example of Complete Student Response

One reason is that citizens who vote and want a say in our government should know what they are voting for and what the issues are.

Another reason is that as a member of society you should be informed of your city of state and what effects you.

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Slide 4

2
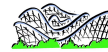
Common Summative Assessment 2
Reading Comprehension Grade 3

Answer these questions. Be as complete as complete possible with your answer

Within the Text

1. Summarize the **important events** from the story.
_____
_____
_____
_____
_____
_____

2. What was the **main** problem in the story?
_____
_____

How was the problem solved?

Penelope thought she might <u>wilt</u> in the heat if they had to stand in the sun much longer.

Slide 5

7

Common Summative Assessment 2
Reading Comprehension
Answer Key Grade 3

Suggested __proficient__ responses are listed below each question. Accept other student answers if it makes sense according to these passages. If the student has an incomplete answer, ask the student: "Tell me more about your answer."

Within the Text

1. Summarize the **important events** from the story.
   Student may include 3-4 of the following events in sequence:
   • *Penelope and Lai May were waiting in line to ride the roller coaster.*
   • *Penelope was nervous.*
   • *Her friend encouraged her.*
   • *When the ride first started, Penelope was afraid but she felt better as she realized it was fun.*
   • *After the ride was over, Penelope wanted to ride again.*

2. What was the **main** problem in the story? How was the problem solved?
   Possible Problem:
   • *Penelope was scared to ride the roller coaster*
   Possible solution:
   • *She went ahead and rode the roller coaster.*

Slide 6

MAKING AND SUPPORTING CLAIMS ASSESSMENT
Standards: RL.8.1, RI.8.1, W.8.1.a, W.8.1.b

Part A: Highlight the best response to each item.

1. When a reader makes an inference about a text, that means that the reader has noticed something that is _____
   a. directly stated
   b. indirectly hinted at
   c. explained in a footnote
   d. not present in the text at all

2. If you are writing an essay about a book and want to support your claim with textual evidence, the best thing to do would be _____.
   a. cite a direct quote
   b. paraphrase the text
   c. refer to a quote from an expert
   d. either a or b

Slide 1 (top-left):

peppermint drop" (Lee, 1960, p. 21).

Part B: Craft a response to each item. Select a font to off-set your response from the item text.

1. Examine the following three quotes from *To Kill a Mockingbird* and make a claim that is supported by all three. Then, explain how each quote supports your claim.

   "Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature" (Lee, 1960, p. 22).

   "In Maycomb, if one went for a walk with no definite purpose in mind, it was correct to believe one's mind incapable of definite purpose" (Lee, 1960, p. 199).

   "[Atticus] did not do the things our schoolmates' fathers did: he never went hunting, he did not play poker or fish or drink or smoke. He sat in the livingroom and read" (Lee, 1960, p. 118).

2. Make a claim about the way most citizens of Maycomb treat children and the way Atticus treats children. Find at least two pieces of textual evidence to support your claim.

3. Make a claim about a theme or point that Harper Lee conveys through the story of Tom Robinson's arrest and trial. Use at least three pieces of textual evidence to support your claim.

Part C: Craft a response to this item. Select a font to off-set your response from the item text.

Make two opposing claims about a theme, character, relationship, or other situation in *To Kill a Mockingbird*. Support each claim with at least two pieces of textual evidence and then explain which claim is better supported.

Slide 2 (top-right):

3. Make a claim about a theme or point that Harper Lee conveys through the story of Tom Robinson's arrest and trial. Use at least three pieces of textual evidence to support your claim.

Part C: Craft a response to this item. Select a font to off-set your response from the item text.

Make two opposing claims about a theme, character, relationship, or other situation in *To Kill a Mockingbird*. Support each claim with at least two pieces of textual evidence and then explain which claim is better supported.

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Slide 3 (middle-left):

Day #2 Learning Outcomes…

o Review content addressed on Day #1.
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o **Learn about developing high-quality performance assessments.**
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Slide 4 (middle-right):

A performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

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Slide 5 (bottom-left):

Performance Assessment

Performance Tasks   ➕   Rubrics

Has two parts:

✧ **The task to be completed by students**
✧ **The criteria for judging quality (rubric)**

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Slide 6 (bottom-right):

Generic Art Rubric				
Perseverance and Completeness	**Craftsmanship, Skill, and Consistency**	**Creativity and Inventiveness**	**Composition**	**Work Habits**
4 Art project is as complete as the student could make it.	Artwork reflects deliberate control of media. Advanced craftsmanship.	Artwork is innovative, completely original, well thought out, and thoroughly developed.	Advanced composition incorporating several of the design elements (balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).	Student worked in class entire period. Did not need to be reminded to focus on task. Table conversation was focused on art talk.
3 Artwork is complete, but could use some finishing touches.	Artwork reflects control of media. Proficient craftsmanship.	Artwork is thought out and developed throughout.	Proficient composition.	Student worked in class most of the period. Needed very few reminders to focus on task. Table conversation was focused on art talk.
2 Artwork is complete at the most basic level and could be worked on further.	Artwork reflects adequate control of the media. Basic craftsmanship.	Artwork has the basics.	Basic composition.	Student worked in class part of the period. Needed several reminders to focus on task. Table conversation partially focused on art talk.
1 Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Student needed lots of reminders to focus on task. Table conversation rarely focused on art talk.

Slide 1: Generic Art Rubric

	Perseverance and Completeness	Craftsmanship, Skill, and Consistency	Creativity and Inventiveness	Composition	Work Habits
4	Art project is as complete as the student could make it.	Artwork reflects deliberate control of media. Advanced craftsmanship.	Artwork is innovative, completely original, well thought out, and thoroughly developed.	Advanced composition incorporating several of the design elements (balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).	Student worked in class entire period. Did not need to be reminded to focus on task. Table conversation was focused on art talk.
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EXAMPLE ASSESSMENT

Measurement Topic	Standards
Argumentative Writing	**7.W.1** Write arguments to support claims with clear reasons and relevant evidence.

Slide 2

How are a proficiency scale and a rubric the same?
How are they different?

EXAMPLE ASSESSMENT

HANDOUT PAGES 34 & 35

Measurement Topic	Standards
Argumentative Writing	**7.W.1** Write arguments to support claims with clear reasons and relevant evidence.

Slide 3

WRITING

Argumentative

Grade 7

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1)	

EXAMPLE ASSESSMENT

	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	The student will recognize or recall specific vocabulary, such as:	

Measurement Topic	Standards
Argumentative Writing	7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

The student will perform basic processes, such as:
• identify the characteristics of a model argument composition
• write arguments using a teacher-provided template

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

WRITING

Argumentative

Grade 7

Slide 4

WRITING

Argumentative

Grade 7

		was taught.
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1)	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	The student will recognize or recall specific vocabulary, such as: • accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic The student will perform basic processes, such as: • identify the characteristics of a model argument composition • write arguments using a teacher-provided template	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Slide 5

WRITING

Argumentative

Grade 7

		was taught.
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1)	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
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		• write arguments using a teacher-provided template
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Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Slide 6

ARGUMENTATIVE WRITING			
4.0			
3.5			
3.0			
2.5			
2.0			
1.5 ●			
1.0			
0.5			
FORMATIVE SCORE #1	FORMATIVE SCORE #2	FORMATIVE SCORE #3	SUMMATIVE SCORE

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Argumentative Writing | **7.W.1** Write arguments to support claims with clear reasons and relevant evidence.

Slide 1 — Determining a Score Level for the Standard

Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5				

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Slide 2 — Writing / Argumentative / Grade 7 rubric

WRITING

Argumentative

Grade 7

		was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0		The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1)	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0		The student will recognize or recall specific vocabulary, such as: • accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic The student will perform basic processes, such as: • identify the characteristics of a model argument composition • write arguments using a teacher-provided template	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0		Even with help, no success	

Slide 3 — Argumentative Writing graph

ARGUMENTATIVE WRITING

	FORMATIVE SCORE #1	FORMATIVE SCORE #2	FORMATIVE SCORE #3	SUMMATIVE SCORE
4.0				
3.5				
3.0				
2.5				
2.0		●		
1.5	●			
1.0				
0.5				

EXAMPLE ASSESSMENT

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Measurement Topic	Standards
Argumentative Writing	7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Slide 4 — Determining a Score Level for the Standard

Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5	2.0			

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Slide 5 — Writing / Argumentative / Grade 7 full rubric
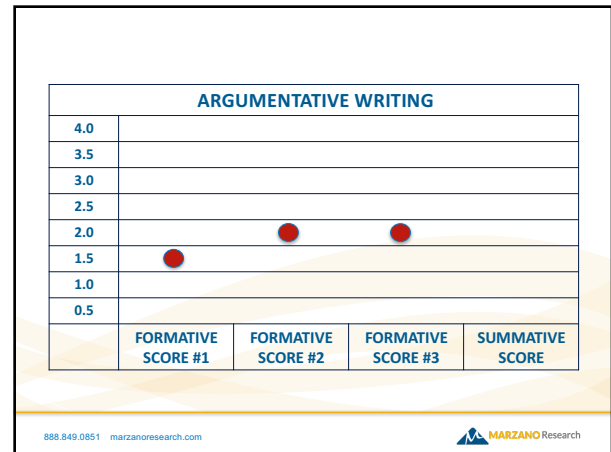
WRITING

Argumentative

Grade 7

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0		The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1)	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0		The student will recognize or recall specific vocabulary, such as: • accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic The student will perform basic processes, such as: • identify the characteristics of a model argument composition • write arguments using a teacher-provided template	
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0		Even with help, no success	

Slide 6 — Argumentative Writing Scoring Rubric

Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	The response is fully sustained and consistently and purposefully focused: • Claim is clearly stated. Focused and strongly maintained • Claim is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • Effective, consistent use of a variety of transitional strategies • Logical progression of ideas from beginning to end • Effective introduction and conclusion for audience and purpose • Strong connections among ideas, with some syntactic variety	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • Effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • Few, if any, errors are present in usage and sentence formation • Effective and consistent use of punctuation, capitalization, and spelling
3	The response is adequately sustained and generally focused: • Claim is clear and for the most part maintained, though some loosely related material may be present • Context provided for the claim is adequate	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • Adequate use of transitional strategies with some variety • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Adequate, if slightly inconsistent, connection among ideas	The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • Some evidence from sources is integrated, though citations may be general or imprecise • Adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language: • Use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: • Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • Adequate use of punctuation, capitalization, and spelling

FORMATIVE SCORE #3

ARGUMENTATIVE WRITING

	FORMATIVE SCORE #1	FORMATIVE SCORE #2	FORMATIVE SCORE #3	SUMMATIVE SCORE

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Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5	2.0	2.0		

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FORMATIVE SCORE #4

Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5	2.0	2.0	2.5	

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Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5	2.0	2.0	2.5	???

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Determining a Score Level for the Standard

Priority Standard(s)	Formative Score #1 (2.0 highest score possible)	Formative Score #2 (2.0 highest score possible)	Formative Score #3	Formative Score #4	Summative Score
Argumentative Writing (W.7.1)	1.5	2.0	2.0	2.5	2.5

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An Example Conversion Scale

Summative Score	Percentage Score
4.0	100
3.5	95
3.0	90
2.5	80
2.0	70
1.5	65
1.0	60
Below 1.0	50

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SCORE 4.0 ON A SCALE

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Complex Content

Knowledge application tasks that combine the target content elements.

THINK About It.

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✔ Example (5 ELA)
Analyzing Claims, Evidence, & Reasoning

More complex content	Evaluate the argument in a text and decide whether or not the author has sufficiently defended his or her claims.
Target content	1• Delineate a text's argument and its specific claims. 2• Distinguish claims that are supported by evidence and reasoning from claims that are not. 1• Understand vocabulary such as *argument, claim, evidence, reason*. 1• Describe the parts of an argument (claim, reasons, evidence). 1• Identify each part of an argument in a text.
Simpler content	2• Understand vocabulary such as *claim, evidence, logic, reasoning*. 2• List types of evidence that might appear in a text (facts, expert opinion, research results). 2• Explain how reasoning links claims to evidence. 2• Identify claims that are not supported by evidence. 2• Identify evidence that is not linked logically to claims.

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Complex Content

○ **Combines target content elements**

○ **Knowledge application tasks**
  - ✓ **Decision making**
  - ✓ **Problem solving**
  - ✓ **Experimenting**
  - ✓ **Investigating**

○ **Almost always assessed through constructed response, extended response, or performance tasks**

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Common Misconception: Verbs Signal Complexity

	Simple Cognitive Demand	Complex Cognitive Demand	More Complex Cognitive Demand
Describe	Describe three characteristics of metamorphic rocks.	Describe the difference between metamorphic and igneous rocks.	Describe a model that represents the relationships that exist within the rock cycle.
Level of thinking	Requires simple recall.	Requires cognitive processing to determine the differences in the two rock types.	Requires deep understanding of the rock cycle and a determination of how best to represent it.

Heflebower et al., 2014, p. 44

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Adding to your thinking…

We recommend that teachers articulate more complex content on each proficiency scale…

while acknowledging that there may be other tasks that students can use to extend their knowledge and skill beyond the target content.

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Determining an Appropriate Summative Score for a Priority Standard

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.5	3.0	???	

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❑ **VALID**

☒ **RELIABLE**

❑ **FAIR**

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I Agree
I Disagree

A student must answer all items at score 2.0 AND score 3.0 correctly to earn a score of 3.0 on the assessment.

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What score would you assign for the common assessment based on this item analysis?

	Item	
SCORE 2.0	Item 1	C
	Item 2	C
	Item 3	C
	Item 4	I
	Item 5	C
	Item 6	C
SCORE 3.0	Item 7	C
	Item 8	C
	Item 9	C
	Item 10	I
	Item 11	C
	Item 12	C
	Item 13	C
	Item 14	C
	Item 15	I
	Item 16	C
SCORE 4.0	Item 17	C
	Item 18	I

A student must answer all items at score 2.0, score 3.0, AND score 4.0 correctly to earn a score of 4.0 on the assessment.

I Agree
I Disagree

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What score would you assign for the common assessment based on this item analysis?

	Item	
SCORE 2.0	Item 1	C
	Item 2	I
	Item 3	C
	Item 4	I
	Item 5	C
	Item 6	I
SCORE 3.0	Item 7	C
	Item 8	I
	Item 9	C
	Item 10	C
	Item 11	C
	Item 12	C
	Item 13	C
	Item 14	C
	Item 15	I
	Item 16	C
SCORE 4.0	Item 17	C
	Item 18	C

Determining an Appropriate Summative Score for a Priority Standard

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.5	3.0	???	

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Determining an Appropriate Summative Score for a Priority Standard

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.5	3.0	4.0	

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Determining an Appropriate Summative Score for a Priority Standard

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.5	3.0	4.0	3.5?

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Determining an Appropriate Summative Score for a Priority Standard

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.5	3.0	4.0	4.0?

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What if the body of evidence collected looked like this?

LA 10.1.6.n Inference	Formative Score #1 (2.0)	Formative Score #2 (3.0)	Formative Score #3 (4.0)	Formative Score #4 (4.0)	Summative Score
	2.0	2.0	2.0	4.0	???

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Which picture *best* represents your thoughts at this moment in time regarding the implementation of this content?

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Our world is a better place because of the passion and dedication of great teachers everywhere.

**Dr. Danny Steele,
Principal in Alabaster City, AL**